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ABSTRACT

This statement addresses the basic practices of student development professionals that help community colleges assure success on the part of their students in an effort to reaffirm and update the standards of practice that undergird the profession. Introductory material discusses the rationale, philosophy, and purpose of the statement; explains terminology; and identifies the intended audience. Next, the statement sets forth and discusses a series of recommendations, urging community colleges to: (1) clearly define processes for student intake, progress monitoring, and documentation of student outcomes; (2) develop processes that encourage student association and involvement with the college; (3) provide a full range and schedule of services to permit students to benefit from college programs; (4) prescribe and provide programs that assure students' competence in specified academic and skill areas; (5) coordinate their programs with secondary schools, other colleges and universities, and business and industry; (6) use state-of-the-art technologies to increase the efficiency and effectiveness of services provided to students and to prepare them for productive lives in an increasingly technological society; and (7) develop and implement long-range hiring plans and comprehensive staff development programs to ensure staff competence. The role of student development professionals in achieving these objectives is specified. Finally, a statement on the ethic of assuring student success is presented. A list of the individuals who participated in the development of the statement is appended. (EJV)

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ASSURING STUDENT SUCCESS IN THE COMMUNITY COLLEGE

The Role of Student Development Professionals

A Statement of
The League for Innovation
in the Community College

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Endorsed by
Commission XI of the American College Personnel Association
The National Council on Student Development of the
American Association of Community and Junior Colleges
and The Community College Task Force of
the National Association of Student Personnel Administrators

April 1987

Acknowledgments

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The Board also acknowledges the special contribution of the members of the Task Force who developed the statement, the members of the National Blue Ribbon Review Panel and the participants of the regional consultations who assisted in the effort.

In addition, the Board expresses its appreciation to the cooperating organizations that assisted in the development of the statement: Commission XI of the American College Personnel Association, Steven Helfgot, Chair; The National Council on Student Development of the American Association of Community and Junior Colleges, Stephen Maier, Chair; and The Community College Task Force of the National Association of Student Personnel Administrators, Donald Slowinski, Chair.

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Preface

This statement was issued on the fiftieth anniversary of the American Council on Education's 1937 statement on student development. Such timing was more accidental than planned. Though it was never intended to be a modern version of the 1937 document, the framers of this statement were well aware of, and supported, the ideals expressed in the original work, as well as ideals expressed in other national statements on student development, including the 1984 Traverse City Statement.

The purpose of this statement is to address the role of student development professionals in assuring student success in the community college. It is a contemporary statement prepared in response to contemporary issues facing community colleges.

The hundreds of professionals who participated in the development of this statement kept their focus on student success as defined by present problems facing education.

These professionals were not unaware of the larger goals of the student development profession. They kept straining to underscore the value of human development theory, to provide a place for moral and ethical development, to include values clarification and personal development, and to encourage satisfactions that can come in service to others. Perhaps in a future time, others will prepare a generic statement that will include these perspectives on student development.

For the present time, this statement focuses primarily on basic practices of student development professionals that will help community colleges assure success on the part of their students. This statement, therefore, will not be the cause for celebration fifty years from now, but it should help alleviate serious contemporary problems that will make it possible for educators and students fifty years from now to be involved in an education that is worthy of celebration.

Terry O'Banion
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April 1987

Introduction

Rationale

The fiftieth anniversary of the statement on student development issued by the American Council on Education in 1937 provokes the challenge to reaffirm and update the standards of practice that undergird the profession. Historically, such statements have re-examined the profession in terms of the changing conditions in higher education. Once again, colleges and universities — and particularly community colleges — need to re-evaluate their responses to rapidly changing and anticipated conditions, ones that will have enormous impact on their students.

For this purpose, the League for Innovation in the Community College proposed the preparation of a new statement to guide student development practices in community colleges in the 1990s and beyond, as these practices relate to student success. A task force of League representatives was appointed, and its members drafted a statement following a series of 16 regional meetings held in the spring and summer of 1986 that involved over 260 student development professionals; other community college leaders; and representatives from high schools, universities, local communities, and government agencies. Draft statements were reviewed by a national "blue ribbon" panel of 33 members from throughout the higher education community. (Participants in the regional meetings and members of the "blue ribbon" panel are listed in the appendix.)

The statement was subsequently refined by a committee of representatives from League colleges before receiving final approval from the Board of Directors of the League for Innovation in the Community College and endorsement from the National Council on Student Development of the American Association of Community and Junior Colleges and the community college organizations within the American College Personnel Association and the National Association of Student Personnel Administrators.

Philosophy and Purpose

The League Task Force reaffirms the principles upon which the 1937 American Council on Education statement was based. Its members believe in the dignity and worth of each individual, the uniqueness of each individual, and the fundamental right of each person to realize his or her fullest potential. In addition, the Task Force reaffirms the basic principles of the student development profession expressed in the 1970 T.H.E. Project Statement and the 1975 COSPA Statement: (a) Human development is an orderly lifelong process leading to the growth of self-determination and self-direction, which results in more effective behavior. (b) The goals of human development include mastery of knowledge, cultural awareness, value clarification, self-awareness, interpersonal skills, and community responsibility. (c) The role of student development professionals is to provide opportunities for students to achieve these goals.

The purpose of this statement is to describe the role of student development professionals in assuring the success of community college students. The changing demographic, economic, sociological, political, and technological conditions anticipated to affect institutions of higher education in the next decade and beyond represent not only changing needs and challenges, but also changing opportunities. Student development professionals have the opportunity to assist their institutions' commitment to both access and success. Community colleges have provided access to higher education for students; the current challenge is to assure their subsequent success as well. This statement assumes that the goal of student development and the fundamental mission of community colleges are identical: to assure student success. It focuses on the role of student development professionals in accomplishing this over-riding purpose.

Student development professionals have the responsibility not only to provide the conditions and opportunities in which students might succeed, but to determine and prescribe practices that lead to success. Colleges have the responsibility to direct their students, and student development professionals must assume a leadership role in determining and implementing prescriptions for student success.

Terminology

The statement will consistently use the term "student development professionals" to describe those professionals in community colleges who provide services to students and who are concerned with the activities of students as their principal institutional role. "Student development" was judged to be more descriptive of both the philosophy and practice of the profession than other more commonly used terms, such as "student personnel services," "student services," and "student affairs."

"Student development professionals" was chosen as most descriptive because these professionals prefer to be known for the philosophy by which they are guided as well as the practices in which they are engaged. The framers of this statement recognize that others within community colleges are also concerned with student development — instructors, coordinators, librarians, and other professionals — and they claim no exclusive right to the role and responsibility for all student development.

The term "student success" is also central to this statement, and needs clarification. Three dimensions of student success emerge from the literature on community colleges: persistence, goal attainment, and academic standing. While these dimensions differ in the way student success is measured, they all implicitly recognize that success results from the congruence between an individual's expectations and some external milestone. Persistence in college programs and attainment of degrees and certificates are commonly used measures of student success. Achievement of individual goals — that may not include program completion — and maintenance of good academic standing that would permit students to continue their studies at some time in the future, are also recognized as indicators of success.

For the purposes of this statement, then, student success is the accomplishment of or continued opportunity to accomplish students' individual goals within, or as part of, their institutional experiences and outcomes.

Assumptions and Audience

The statement recommends student development practices aimed at assuring the success of community college students amid the changing conditions anticipated for the 1990s and beyond. However, it is recognized that there is no monolithic community college movement, and that community colleges are as different from one another as they are similar. The recommendations are intended to address the broad spectrum of institutions, but certainly some will not apply to all community colleges.

The audience for this statement includes all those who play some role in delivering services to community college students and making policies that affect the provision of these services. Specifically, in addition to community college student development professionals, this statement is addressed to community college faculty, administrators, chief executive officers, board members, state directors, state legislators, and other community college constituents. Its purpose is to influence policy decisions that affect student success.

Recommendations

The following are practices recommended to all community colleges which acknowledge that their primary mission is to assure the success of their students. Each of the recommendations responds to the changing conditions affecting or anticipated for community colleges, and each identifies the role of student development professionals in implementing the recommendation. These recommendations should be considered minimum requirements that community colleges and student development professionals must meet to assure student success in the 1990s and beyond.

Student Processes

Changing demographic patterns — including the decreasing number of eighteen-year-olds entering the college pool; the aging of the population; population shifts among regions of the country; the increasing proportions of minority students, women students, and students older than traditional college age; and increasing numbers of disabled students and immigrants — have resulted in enormous diversity in the students which community colleges must accommodate. Increasing numbers of part-time and older students, in particular, have resulted in tremendous diversity of student goals and needs to which college processes must be attuned. Rapidly changing technology has increased the optional methods for conducting many college processes and has changed expectations among staff and students concerning the reliability, convenience, comprehensiveness, and speed with which institutional processes should be conducted.

Community colleges must have clearly defined processes for student intake, progress monitoring, and documentation of student outcomes. Student development professionals must...

1. Design, prescribe, and assist in implementing policies requiring orientation, assessment, course placement, and educational planning.
2. Design and assist in implementing registration and enrollment processes that are convenient for students, that utilize appropriate technology for increased efficiency and speed, and that encourage appropriate human contact for course selection and educational planning.
3. Assist in designing and implementing processes to monitor student progress toward their stated goals that include regular faculty and staff contact with students and that provide opportunities for intervention and assistance.
4. Assist in designing and implementing processes that document student outcomes in terms of their stated goals for the purposes of reporting, evaluation, and related activities.
5. Assist in designing and implementing processes that evaluate the effectiveness of college programs and services for various types of students and assist in improving these as the result of ongoing evaluation.

Association and Involvement

Full-time students taking morning classes and seeking two-year degrees in transfer and occupational fields are an important but declining minority of community college students. Students older than traditional college age who attend college part-time and intermittently and who take classes whenever they can fit them into their multiple work and family commitments are the present and future reality for community colleges. The numbers of these students are increasing, yet the research and literature in the field reaffirm the causal relationship between student involvement on campus and student success. To compound the problem, instant communication with remote sites, fingertip access to vast stores of information, and numerous time-saving devices will play an increasing role in administrative and instructional practices; the application of such technological advances could further decrease human contact in the educational process.

Community colleges must develop processes that encourage student association and involvement with the college. Student development professionals must...

6. Encourage and assist in creating opportunities for interaction among students, faculty, and other college staff both inside and outside the classroom.
7. Encourage and assist in creating opportunities to facilitate student interaction through student activities, such as student government, student publications, and inter-collegiate and/or intramural sports; the design of physical spaces; community service programs; and campus-life functions.
8. Design, prescribe, and assist in implementing continual and recurring educational planning processes that increase contact among students, faculty, and student development professionals.
9. Encourage and assist in designing and implementing "high touch" components for every "high tech" college process to mitigate the possible de-personalization of college programs and services delivered by technological means.

Services

As student attendance patterns change to reflect diverse goals, needs, and multiple commitments, community colleges will be faced with increasing demands for services. While access to college programs has been theoretically guaranteed by community colleges as a matter of principle, meaningful access will require colleges to provide assistance to students in overcoming a variety of real-life barriers to college attendance.

Community colleges must provide a full range and schedule of services to permit students to benefit from college programs. Student development professionals must...

10. Schedule and provide a full range of student support services — such as orientation, counseling, assessment, educational planning, and financial aid — on and off campus at hours necessary to serve all students, including those who attend full-time or part-time; during day or evening; credit or non-credit; and weekday or weekend.
11. Assist in the identification of changing student needs to plan the development or modification of programs and services.
12. Advocate a full-range of college services and related facilities, such as food services, library services, and business services, at hours to serve all students.
13. Advocate, coordinate, and provide where appropriate, services to permit students to benefit from college programs, such as child care services, health services, handicapped access, and transportation, either on the college campus or in the surrounding community.
14. Coordinate services to students with those provided by other agencies in the community to meet the full range of student needs, including economic assistance, medical services, legal services, rehabilitation services, and other social services.
15. Make available to students financial resources in the form of gifts, grants, scholarships, loans, work study opportunities, and other financial aid to support them in their educational pursuits.
16. Provide consumer-oriented information related to college costs and assist students in managing the financial obligations of attending college.

Programs

Increased competition for limited resources among all public service agencies will place higher education under increased scrutiny. Community colleges will be held accountable to provide programs that are both cost effective and of real value to the students they serve. Issues of quality will affect all educational programming. Employers, students themselves, other educational institutions, and society at large will demand that community colleges document the value of their efforts in real outcomes.

Community colleges must prescribe and provide programs that assure students' competence in specified academic and skill areas. Student development professionals must...

17. Recommend and participate in the development of programs that assure competence in basic skills, knowledge consistent with a general education, acquisition of specific career-related skills, or preparation for further higher education; and prescribe appropriate courses of study according to the stated needs and goals of students.
18. Recommend and participate in the development of programs to support students as they pursue their educational objectives — including study skills and learning strategies, cognitive styles, career counseling, and tutorial assistance; prescribe such assistance as necessary; and provide it as appropriate.
19. Participate in developing and enforcing academic and related student policies that are designed to assure student success, including policies on class attendance, grading, course loads, and minimum academic progress.

Coordination with Other Organizations

Community colleges, as well as other institutions of higher education, will become increasingly accountable to assist in the solution of local, state, and even national concerns. Community colleges will be expected to work cooperatively with local school districts to assure that quality public education is provided to constituents. They will be expected to provide real economic benefits by meeting the workforce and training requirements of local business and industry and by assisting in attracting new companies. State officials will demand that community colleges provide high quality programs at the first and second years of postsecondary education as part of an efficient statewide system of higher education. Federal dollars will be attached to the demonstrated ability of community colleges to contribute to national priorities. Students, too, will become increasingly consumer-oriented and demand demonstrated benefits for their investments of time and money.

Community colleges must coordinate their programs with secondary schools, other colleges and universities, and business and industry. Student development professionals must...

20. Assist in developing and maintaining program agreements with four-year colleges, universities and secondary schools, and in designing programs that meet the job-entry requirements of local business and industry.
21. Provide interpretation of program agreements and transfer requirements and assist with college choice and college-specific educational planning for students transferring to four-year colleges and universities.
22. Provide orientation and coordinate educational planning services for students moving from local secondary schools to the community college.
23. Provide career planning and placement services to assist students in finding meaningful employment in positions for which they have been qualified by college programs.
24. Encourage the inclusion of necessary student support services in the contractual agreements made by their colleges with local business and industry to provide training programs, and provide such services where appropriate.

Use of Technology

Perhaps the most dramatic and pervasive condition anticipated for the next decade is the rapid rate of technological change. Both the pace and complexity of this change will produce unprecedented stress on individuals and institutions, including community colleges. America's transformation to an information-based society will change the nature of work and the skills and preparation required for various occupations, and it will increase the likelihood that people will pursue a series of careers, as well as search for more productive uses of increased leisure time. Information technology and the sheer volume of information available to students, professionals, consumers, and others will change the ways in which institutions are managed.

Community colleges must use state-of-the-art technology to increase the efficiency and effectiveness of services provided to students and to prepare them for productive lives in an increasingly technological society. Student development professionals must...

25. Participate in the design and implementation of student information systems that assist educational planning, progress monitoring, and prescription of intervention strategies, including automated student records, centralized advisement information, program of study and degree audits, early warning systems, and minimum academic progress checks.
26. Encourage and participate in the design of alternative technological methods of providing effective instruction in a variety of delivery formats to increase the accessibility of programs to students.
27. Encourage the incorporation of available technology into learning experiences for students to prepare them for productive lives in an increasingly technological society.

Staff

As the population ages, so too are the faculty and professional staffs of community colleges aging. Hired during the boom years of the 1960s and 1970s, a majority will retire by the early twenty-first century. Changing students and changing technology will require that professional and other staff expand their roles in service to students as fiscal restraints limit increases in the size of college staffs.

Community colleges must develop and implement long-range hiring plans and comprehensive staff development programs to assure that all college staff possess the competence required to assist students to succeed in their educational pursuits. Student development professionals must...

28. Assist in identifying the skills, competencies, characteristics, and attitudes required in professional and other staff positions throughout the college to serve students, and assist in the design and implementation of staff development programs aimed at assuring that staff possess or develop these attributes.
29. Identify the educational background, experiences, and specific skills required of student development professionals, and design and assist in the implementation of staff development programs aimed at assuring that student development professionals possess or develop these attributes.
30. Advocate the development or restructuring of graduate preparation programs for student development professionals in community colleges, and assist in their design and implementation.
31. Assess personnel requirements necessary to provide programs and services identified in the preceding recommendations, and as appropriate, advocate adequate staffing to meet student needs.

Together, these recommendations constitute an action agenda for community college student development professionals. The practices represent the minimum response that community colleges must make to the changing conditions of the next decades if they are to assure the success of their students. They identify the leadership role that student development professionals must take to assure that their institutions respond effectively to the challenges facing community colleges.

The Ethic of Assuring Student Success

Since the mid-1960s, the number of community colleges has grown rapidly, and their missions have expanded to include programs and services to an ever-increasing diversity of students. This expansion has resulted in an increased specialization and separation of functions within organizations. However, as community colleges prepare to enter the 1990s, dual pressures for restraint in public expenditures and for increased public accountability will require consolidation, rather than expansion, of community college missions. Just as corporations and other institutions have been advised to "stick to their knitting" in the face of rapid change, community colleges will be required to identify and pursue their priority functions.

In this context, student development professionals must seek to focus the attention of support staff, faculty, administrators, and chief executive officers on the fundamental and primary importance of institutional efforts to assure student success. They must assist in the design and implementation of integrated, student-oriented programs and services. They must encourage and participate in the development of partnerships with faculty and other staff in providing instruction, services, and related developmental opportunities to students. They must actively contribute to an institutional climate that is oriented toward students.

Community colleges must develop and nurture an organizational culture and ethic that recognizes and explicitly supports the primacy of the institutional mission to assure student success; student development professionals will play a central role in helping community colleges to achieve that mission.

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Rodger Pool
Associate Vice Chancellor of
Educational Affairs
District Office

Bettie Tully
Director of Counseling
El Centro College

Jim Caswell
Dean of Student Life
Southern Methodist
University

Paul Savko
Director, University Center
University of Texas, Arlington

Peggy Barr
Vice Chancellor for
Student Affairs
Texas Christian University

Dennis Roberts
Associate Dean of
Student Life/
Director of Residents
Southern Methodist
University

Ruth Shaw
President
El Centro College

Deborah L. Floyd
Vice President
Student Development
Collin County
Community College District

Hazel Halloway
Advisory Guidance Counselor
James Madison High School

Mary Jane Dickson
Professor of Psychology
& Counselor
Tarrant County
Junior College, NE

Humber College of Applied Arts & Technology

Berry Calder
Dean
Georgian College

Art King
Ministry of Colleges
& Universities

Gerry Wright
Ministry of Colleges
& Universities

John Cruickshank
Dean
Seneca College

Lisa Avedon
Faculty
Conestoga College

Wendy Weaver
Dean
Sheridan College

John MacKenzie
Ministry of Education

Peter Dietsche
Faculty
Humber College

Judy Humphries
Director of
Placement Services
Humber College

Roy Giroux
Vice President
Humber College

Valerie Hewson
Administrative Assistant
Humber College

Illinois Student Services Commission

Phillip Theodorou
Chairperson for Consultation
Vice President for Student
Life & Community Services
Moraine Valley
Community College
Palos Hills, Illinois

Johnson County Community College

Merle Hill
Executive Director for
Kansas Community Colleges
Kansas State Department
of Education

Charles J. Carlsen
President
Johnson County
Community College

Mary Gersh
Vice Chancellor for
Academic Affairs
University of Kansas
Regents Center

Marge Blank
Dean of Student Services
Kansas City Kansas
Community College

Bob Rumble
Dean of Students
Barton County
Community College

Vernon Mai
Dean of Students
Dodge City
Community College

David Ambler
Vice Chancellor of
Student Affairs
University of Kansas

William Sutton
Vice President for Education
& Support Services
Kansas State University

Mary Scott Rowland
Vice President of
Student Affairs
Washburn University

Donald S. Doucette
Director of
Research, Evaluation and
Instructional Development
Johnson County
Community College

Linda Dayton
Dean of Student Services
Johnson County
Community College

Dan Radakovich
Vice President for
Academic Affairs
Johnson County
Community College

Don Wilson
Associate Superintendent for
Instruction and
Pupil Services
Shawnee Mission
School District

Robert Blackman
Counselor
Olathe North High School

Francis Graham
Counselor
Olathe Area
Vocational
Technical School

Larry Rose
President
Kansas City Regional Council
on Higher Education

Carol Sader
Chairman of the Board
Johnson County
Community College

Bruce Nelson
Educational Program Director
North Supply Company

Edward Franklin
Director of Special Services
Johnson County
Community College

Esther Levans
Foundation Director
Johnson County
Community College

Kern Community College District

John Collins
Consultant
Kern Community
College District

James Young
Chancellor
Kern Community
College District

Frank Gornick
Dean of Students
Bakersfield College

(Thirty-six other people
including trustees, students
and high school principals
and counselors participated.)

Kirkwood Community College

Stacy Avery
Community College Student
Kirkwood Community College

Lois Barteme
Manager of Engineering
Administration, GGAO
Rockwell International

Kathy Collison
Coordinator of Human
Services Program
Kirkwood Community College

Clyde Kramer
President
Northeast Iowa
Technical Institute

Ira Larson
Associate
Superintendent Emeritus
Kirkwood Community College

Ray Muston
President
First Capital Development

Norm Nielsen
President
Kirkwood Community College

Don Page
Associate Dean Student
Affairs & Director
Counseling/Placement
Kirkwood Community College

Larry Patten
Director of Fibre Optics &
Assistant to the President
Cedar Rapids, Iowa

Bud Rainbow
Executive Director,
Secondary Education
Cedar Rapids Public Schools

Lois Weibe
Dean, Student Development
Scott Community College

John White
Dean, Student Affairs
Kirkwood Community College

Lane Community College

Les Adkins
Director of Student Services
Oregon State Department of Education

Bob Anderson
President
North Eugene High School

Jerry Berger
Vice President for Instruction Services
Chemeketa Community College

Marilyn Byrne
Vice Principal
North Eugene High School

Jack Carter
Vice President for Student Services
Lane Community College

Jewell Manspeaker
Dean, Administrative Services
Bellevue Community College

Roger Penn
Associate Dean of Students
Oregon State College

Betty Vail
Counselor
Lane Community College

Dan Hodges
Coordinator of Testing
Lane Community College

Don Hughes
Dean of Students
Yakima Valley Community College

John Keyser
President
Clackamas Community College

Bob Talbott
Director of Counseling
Linn-Benton Community College

Linda Waddell
Director of Financial Aid
Lane Community College

John Bernham
Director of Counseling
Lane Community College

William Lindemann
Dean of Students
Central Oregon Community College

Jacky McKinney
Dean of Students
Umpqua Community College

Jim Roberts
Dean of Students
Clackamas Community College

JoAnn Trowe
Vice President for Student Services
Oregon State College

Miami-Dade Community College

William Butler
Vice President for Student Affairs
University of Miami

Judy Blucher
Acting Vice President for Student Affairs
Florida International University

George Young
Vice President for Student Affairs
Broward Community College

Robert McCabe
President
Miami-Dade Community College

Piedad Robertson
Vice President for Education
Miami-Dade Community College

Sonny Gross
Executive Deputy Superintendent for Education in Charge of Student Services
Dade County Public Schools

Laura Broyles
Vice President, Student Government Association
Miami-Dade Community College

Clifford Colman
President, Senate Consortium
Miami-Dade Community College

Sandy Kellner
Student representing Student Change Center
Miami-Dade Community College, North Campus

Kenneth Blye
Dean of Instruction
Miami-Dade Community College, Medical Campus

Raymond Dunn
Dean of Student Services
Miami-Dade Community College North Campus

Monroe Community College

Peter A. Spina
President
Monroe Community College

Oscar T. Lenning
Vice President, Academic Affairs, Academic Dean
Roberts Wesleyan College

Robert Marcus
Vice President, Academic Affairs
SUNY College at Brockport

James Scannell
Vice President for Enrollments, Placement & Alumni Affairs
University of Rochester

Fred W. Smith
Vice President for Student Affairs
Rochester Institute of Technology

Thomas Flynn
Vice President, Student Affairs
Monroe Community College

John W. Kelley
Dean of Student Services
Corning Community College

David E. Peters
Dean of Students
Genesee Community College

James G. Miller
Associate Vice President Enrollment Management & Placement
Rochester Institute of Technology

Edward W. Phoenix
Assistant Vice President Student Affairs
Monroe Community College

James Dollard
Principal
Honeoye Falls-Lima High School

Shirley Alexander
Counselor
East High School

The Honorable William Benet
Legislator
Monroe County

The Honorable Gabriel T. Russo
Commissioner of Human Services
Monroe County

Louise Paxton
Supervisor, Employee Development & Training
Rochester Products

Region I (NCSD)

George Brophy
Vice President
Connecticut National Bank

Raymond Ferland
Provost of Student Affairs
Community College
of Rhode Island

Leonard Foote
Coordinator of
Special Services
Community College
of Vermont

Clement J. Gainty
Dean of Student Affairs
Quinsigamond
Community College

Bill Graver
Counselor
Manchester
Community College

Shirley Joly
Dean of Student Services
Holyoke Community College

Luis Melendez
Connecticut
Community Colleges

Robert Miller
President
Quinebaug Valley
Community College

Rosa Murray
Student Trustee
Connecticut
Community Colleges

Linda Sundell
Director of Student Services
Connecticut
Community Colleges

Rebecca Yount
Dean of Student Affairs
Community College
of Rhode Island

Scottsdale Community College

Paul Elsner
Chancellor
Maricopa Community
College District

Phil Gates
Superintendent
Scottsdale Unified
School District

Bette DeGraw
Deputy Director of Arizona
Department of
Economic Security

Betty Turner Asher
Vice President of
Student Affairs
Arizona State University

Wayne McGrath
Executive Director
State Board of Directors of
Community Colleges
of Arizona

Raul Cardenas
President
South Mountain
Community College

Nancy Lippert
Faculty Association President
Scottsdale
Community College

Conrad Bensyl
Dean of Instruction
Scottsdale
Community College

Mark O'Connell
President and CEO
Valley of the Sun Unity Way

James Carruthers
President
Arizona Western College

Carol Norris
Executive Director
Arizona Association of
District Governing Boards

Jerry Bowman
Director of Program Support,
Vocational Education
Arizona Department
of Education

Kelly Jones
Associated Students President
Mesa Community College

Herman Walker
Dean of Student
Personnel Services
Scottsdale
Community College

Floretta Awe
Allied Health Director
Phoenix College

Woody Spivey
Assistant Director
Phoenix Art Museum

Howard Shannon
Honeywell Corporation

Santa Fe Community College

Rubye Beal
Assistant Dean for
Student Development
Santa Fe Community College

Judy Boettcher
Program Manager,
Higher Education
Marketing
Control Data Corporation

Henry Busky
Associate Dean,
Student Services
Prince George's
Community College

Don Creamer
Associate Professor,
Division of Administration
and Educational Services
Virginia Tech

Charles Dassance
Vice President of Student
Development Services
Florida Junior College
at Jacksonville

Gregory DeCinque
ACE Fellow
President's Office
Brookdale
Community College

David Flagg
City Commissioner
City of Gainesville

Richard Fontaine
Director for Counseling
and Training
Quinebaug Valley
Community College

Steve Herman
Dean of Student and
Community Services
Quinebaug Valley
Community College

Cliff LeBlanc
Director, Personnel
Santa Fe Community College

Doug Magann
Superintendent of Schools
Alachua County
School Board

Sarah Magann
Coordinator,
High School Program
Santa Fe Community College

Kathy S. Medock
Administrative Assistant,
College Services
Santa Fe Community College

Stanley Mitchell
Director, Student Activities
& Athletics
Santa Fe Community College

Tal E. Mullis
Vice President for
College Services
Santa Fe Community College

Robert K. Myers
Executive Vice President
Santa Fe Community College

Alan J. Robertson
President
Santa Fe Community College

Robert G. Wheless
Dean for
Student Development
Santa Fe Community College

St. Louis Community College at Florissant Valley

Thomas Bick
Consultant for
Pupil Personnel Services
Hazelwood School District

Lois Bliss
Member, Board of Trustees
St. Louis Community College

Florida Bosley
Associate Director,
Student Education Services
Washington University

Frank Canavit
Director, Student
Activities and Alumni
St. Louis Community College
at Florissant Valley

Francis Chapman
Member
Coordinating Board of
Higher Education

Gerard Fowler
Associate Professor
St. Louis University

William Kennedy
Dean of Instruction
St. Louis Community College
at Forest Park

Don Lange
Counselor
Special School District
Occupational Training Center

Emily Liebman
Chairperson,
English Department
St. Louis Community College
at Florissant Valley

Mike Mink
Student and President of
Student Government
Association
St. Louis Community College
at Florissant Valley

Sharon Misbauer
Administrative Secretary
St. Louis Community College
at Florissant Valley

Isabelle Royalle
Student/Secretary-Treasurer
Student Government
Association
St. Louis Community College
at Florissant Valley

Henry Shannon
Dean, Student Services
St. Louis Community College
at Forest Park

Gwen Stephenson
Vice Chancellor,
Planning &
Academic Affairs
St. Louis Community College

Weldon Tallant
Vice Chancellor,
Student Development
Belleville Area College

Rosemary Woolley
Dean, Student Services
St. Louis Community College
at Florissant Valley

Ben Young
Counselor
St. Louis Community College
at Meramec

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Junior Colleges AUG 7 1987